

**Delta State University**  
**NEH Landmarks Workshop**  
**The Most Southern Place on Earth**

*Lesson Plan by Ilana Ascher*

**Subject/Topic/Unit** Freedmen- Are they really equal?

**Grade Level** 10<sup>th</sup> Grade

**I. Essential Question**

**Was Reconstruction a failure or success for freedmen?**

**II. Main Ideas/Conceptual Understanding/Goals**

- a) **Students will be able to understand the dangers of unjust laws and injustices that occur to groups.**
  
- b) **Students will be able to interpret and analyze history by using primary sources.**

**III. Objectives**

**Compare and contrast slave codes and Jim Crow Laws.  
Effects Reconstruction had on the Freedmen.**

**III. Procedures**

**A. Introduction/Motivation**

**Students will look at the 15<sup>th</sup> Amendment and Picture of the first colored senators and representatives. Students will explain what the 15<sup>th</sup> Amendment means with a partner and describe the picture. Students will also be asked what connection do they see between these two items?  
Students will then share their findings with the class.**

**B. Study/Learning**

**Students will be asked what slave codes are? (this is review). What was there purpose?**

**Teacher will then have a discussion with students and ask how do you think African-Americans lives changed with the ending of slavery? How do you think rights could still be taken away from the freedmen and why could this happen?**

**Students will be put into groups of 3-5 people and look at 3 pictures on segregation. There will be a total of 9 pictures that the groups will look at and interpret how Blacks were affected by each of these pictures and what was the purpose for doing this? Students will then pick one picture and write which one affected them the most and why?**

**Students will then in their groups look at Jim Crow Laws for Mississippi and compare and contrast these to slave codes. Two examples.**

**C. Culmination- Students will at the end of this unit write a journal, diary, letter or editorial about how Jim Crow Laws have affected their lives and limited there opportunities for success in education and jobs.**

**D. Follow-up- Students will be given the Mississippi Voters Registration and ask to fill it out for home work.**

#### **IV. Materials/Resources**

**Mississippi Voters Registration (handout given to us)**

**Picture of first black congressmen and senators -**

**[http://cache.boston.com/bonzai-fba/Third\\_Party\\_Graphic/2008/08/23/1219473651\\_6819.jpg](http://cache.boston.com/bonzai-fba/Third_Party_Graphic/2008/08/23/1219473651_6819.jpg)**

**Pictures on segregation - [www.facinghistory.org](http://www.facinghistory.org)-**

**Mississippi Jim Crow Laws -**

**[www.ferris.edu/jimcrow/links/misclink/examples/](http://www.ferris.edu/jimcrow/links/misclink/examples/)**